

**ST. PETER'S SEMINARY / KING'S UNIVERSITY COLLEGE**  
**at Western University**  
**Fall 2013**

**Systematic Theology 5513A**  
**Theological Integration**  
**Monday and Thursday, 11:30-12:45, Room 115**

John Dool, 432-5726, x272, jdool@uwo.ca  
Office hours by appointment

**A. COURSE DESCRIPTION**

An exploration of the unity of Catholic theology and the interdependence of theological disciplines. The course will include an assignment designed to assist students in integrating what they have learned throughout the program. (3 hours; antirequisite: the former Systematic Theology 513A)

**B. GOALS**

This course will assist students to grow in the following knowledge, skills and attitudes:

**Knowledge:**

To gain a deeper sense of the unity and inter-relatedness of key theological themes studied in the program.

**Skills:**

To learn to recognize and explore the connections between theological themes as a way to deeper understanding and contemplation of Christian truth.

To learn to communicate theological themes effectively by applying the wisdom of the tradition and the fruits of one's own experience to pastoral and catechetical questions as they arise within contemporary culture.

**Attitudes:**

To gain an appreciation of the significance of theological reflection for personal growth and pastoral and catechetical work.

To grow in recognition of the benefit of shared dialogue and shared exploration of theological issues.

## **C. ASSESSMENT**

Two reflection papers, 4-5 pages each; due **Oct. 10** and **Nov. 7** (15% each)

Seminar presentation (50%)

Class participation (20%)

## **D. READINGS OR TEXTBOOKS**

Required:

Francis Schussler Fiorenza and John Galvin, eds. *Systematic Theology: Roman Catholic Perspectives*. Minneapolis: Fortress Press, 2011. (Available at the UWO bookstore; all readings are from this text unless otherwise indicated; other readings are on reserve in the library).

## **E. STRUCTURE OF THE COURSE**

### **Part I: God and Creation**

Week 1 (Sept. 9/12):

- The Framework of Salvation History; Theological Reflection
- Culture Today (John Dool, "Authenticity and Ecclesiology: Charles Taylor and the Post-Conciliar Challenge", pp.1-16; on reserve in the library)

Week 2 (Sept. 16/19):

- Revelation and Faith (Avery Dulles, "Faith and Revelation")
- Knowing God (David Tracy, "Approaching the Christian Understanding of God")

Week 3 (Sept. 23/26):

- Exploring and Living the Mystery of the Triune God (Anthony Godzieba, "The Trinitarian Mystery of God: A 'Theological Theology'")
- Creation (Anne Clifford, "Creation")

Week 4 (Sept. 30/Oct 3):

- The Human Person (Joseph Ratzinger, "Concerning the Notion of Person in Theology", *Communio*, v.17, Fall, 1990; on reserve in the library)

### **Part II: Redemption**

- Sin (Roger Haight, "Sin and Grace", pp.375-401)

Week 5 (Oct. 7/10):

- Grace (Roger Haight, "Sin and Grace", pp.402-430)
- Biblical and Classical Christology (John Galvin, "Jesus Christ", pp. 258-277)

Week 6 (Oct. 14/17):

- Thanksgiving
- The Paschal Mystery and Contemporary Christology (Galvin, "Jesus Christ", pp.278-314)

Week 7 (Oct. 21/24):

- The Nature of the Church (Michael Fahey, "Church", pp.315-46)

### **Part III: Sanctification**

- The Mission of the Church (Michael Fahey, "Church", pp.347-74)

Week 8 (Oct. 28/31):

- Mary and the Communion of Saints (Elizabeth Johnson, "Communion of Saints and Mary")
- Study Break

Week 9 (Nov. 4/7):

- Sacraments (David Power, "Sacraments in General")
- Sacraments of Initiation (David Power, "Baptism and Confirmation")

Week 10 (Nov. 11/14):

- Sacraments of Initiation (David Power, "Eucharist")
- Liturgy (Mark O'Keefe, "Liturgy and Christian Living", *Becoming Good, Becoming Holy* [New York: Paulist Press, 1995], pp.91-109; on reserve in the library)

Week 11 (Nov. 18/21):

- Christian Moral Reflection (Donal Harrington, "Five Ways of Looking at Morality", *What is Morality* [Dublin: The Columba Press, 1996], pp. 9-27; on reserve in the library)
- Eschatology (Jeanine Hill Fletcher, "Eschatology")

### **Part IV: Student Presentations**

Week 12 (Nov. 25/28):

Week 13 (Dec.2/5):

## F. UNIVERSITY REGULATIONS

**Students are responsible** for knowing the University's academic policies and regulations and any particularities of their own course of study. These can all be found at the University's website (<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>). Ignorance of these policies is not an excuse for any violation thereof. The following policies are particularly important to note:

**Submission of Assignments and Tests:** Assignments are due at the beginning of class on the dates as given above. Assignments may not be dropped off at King's or submitted electronically.

It is the responsibility of the student to organize his or her work so that the assignments are completed on time. For a serious reason, a student may approach the professor before the due-date, and may be granted an extension at the discretion of the professor. Any medical reasons will be confirmed by proper documentation as approved by the Dean's Office. A penalty of 10% of the value of the assignment will be deducted for each day it is overdue without permission.

No electronic devices will be allowed during tests or the examination, unless approved in advance by Student Services at the University or King's.

Students who miss tests will negotiate a "make-up" date with the professor. Any medical reasons will be confirmed by proper documentation as approved by the Dean's Office.

**Plagiarism:** Students must write their essays and assignments in their own words. Whenever students take an idea or a passage from another author, they must acknowledge their debt by quotation marks and/or footnotes. Plagiarism is a major academic offense. Students may be required to submit their work in electronic form for plagiarism checking.

**Selection and Registration of Courses:** Students are responsible for ensuring that their selection of courses is appropriate and accurately recorded, that all prerequisite course(s) have been successfully completed, and that they are aware of any anti-requisite course(s) that they have taken.

## **THEOLOGICAL REFLECTION ASSIGNMENT #1**

The assignment is four to five pages. Research is not necessary; I am expecting you to reflect on the readings, lectures, and discussions in the course. Footnotes are necessary only where you want to make explicit reference to the text.

The goal of the assignment is for you to begin reflecting on your assigned topic in light of the first part of the course (Creation). The following questions *may* be helpful in stimulating your thinking, but the assignment is *not necessarily* to answer these three questions.

1. What themes, ideas, or doctrines from the tradition on revelation and faith, the Triune God, creation, and the human person might be helpful resources in exploring my topic? Why?
2. What in my own experience of the world, other people, and my faith in God as creator would be valuable in exploring this issue?
3. What dynamics do I discern in the culture that would condition how I would bring into play the wisdom of the tradition and my own experience in exploring this topic?

## **THEOLOGICAL REFLECTION ASSIGNMENT #2**

The assignment is four to five pages. Research is not necessary; I am expecting you to reflect on the readings, lectures, and discussions in the course. Footnotes are necessary only where you want to make explicit reference to the text.

The goal of the assignment is for you to continue reflecting on your assigned topic in light of the second part of the course (Redemption). The following questions *may* be helpful in stimulating your thinking, but the assignment is *not necessarily* to answer these three questions.

1. What themes, ideas, or doctrines from the tradition on sin, grace, the person and work of Christ, and the nature of the church might be helpful resources in exploring my topic? Why?
2. What in my own experience of the world, other people, and my faith in God as redeemer would be valuable in exploring this issue?
3. What dynamics do I discern in the culture that would condition how I would bring into play the wisdom of the tradition and my own experience in exploring this topic?

## **THEOLOGICAL INTEGRATION SEMINARS**

- you are free to organize the seminars as you wish; the whole class period is yours; you may use any aids (powerpoint, a/v, handouts, etc.)
  - you do not need to use the whole hour and fifteen minutes (though you may); but between your presentation, discussion and questions, and feedback, it should take close to an hour at least
- some common elements should be present:
  - your presentation itself should be 30-40 minutes in length
    - first, it should present your theological reflection on your topic
    - second, it should also present an outline of how you would try to articulate the fruits of your reflection catechetically and pastorally
      - this should include strategies or approaches and a rationale for why you would proceed in that way
  - there must be structured time that you will lead for discussion by the class of both your reflection and your pastoral/catechetical approach
    - this can be interspersed throughout your presentation, or it can be a separate section; you should invite questions and you may also pose questions to the group or invite their reflections on the substance of your presentation
  - there will be time after your presentation and the discussion for evaluative feedback from the instructor and the group on both content and manner of presentation
    - this will include discussion of both strengths and areas for further reflection (themes and approaches that could be enhanced and improved, themes and approaches that were not included)
  - the seminar will be evaluated in regard to its effectiveness of format and delivery, and content

## **PARTICIPATION GRADES**

### **A – FOR EXCELLENT WORK**

Takes an active role in his or her learning, consistently demonstrating a desire to learn and to share ideas with the class. Initiates discussion and asks substantial, insightful questions. Does not dominate conversation, listens actively and respectfully to others, and makes contributions that advance the conversation. Is willing to assert a view and support it in discussion.

### **B – FOR GOOD WORK**

Is an active learner and a regular participant in discussions. Volunteers ideas and asks fruitful questions. Is willing to engage with the ideas being discussed and to assert a view on those ideas. Listens actively and respectfully to others.

### **C – FOR ADEQUATE WORK**

Sometimes takes an active role in learning. Contributes occasional, appropriate questions or comments. May make tangential contributions or digress from the flow of the conversation at times. Generally listens respectfully to others. Is profiting from the group learning environment, but could be more actively engaged.

### **D – FOR MARGINAL WORK**

Seldom takes an active role in learning by joining in discussion or asking questions. Often is not engaged or listening attentively. Does not show initiative in learning. May be disruptive at times.